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ABSTRACT

This study evaluated the validity of the Scholastic Aptitude Test (SAT) in predicting overall performance and persistence in college of students with disabilities, especially those participating in special test administrations. An earlier validity study by H. Braun, M. Ragosta, and B. Kaplan (1986) had used grade point average (GPA) in college to study validity. The current study returned to the schools that had originally provided data and obtained information on overall GPA and graduation status. Of 438 colleges and universities contacted, 38 provided data on control students only, 24 provided data on disabled students only, and 62 provided data on both control and disabled students. Data for 4,801 control students without disabilities and 1,309 students with disabilities (174 with hearing impairments, 517 with learning disabilities, 389 with physical disabilities, and 229 with vision impairments) were analyzed. Results suggest that the SAT is an adequate predictor of performance and persistence. Overall GPAs were rather adequately predicted, although there was some slight overprediction for students with learning disabilities whether they took the test at regular or special administrations. Persistence in college was also quite well predicted except for hearing impaired students from special test administrations. Twenty-seven tables present study data. Appendices contain information from the original study and analogous data based on SAT and high school GPA results. (SLD)

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